

Ancient History-Based Writing Lessons

Support Webinar: Unit 4 Summarizing a Reference

Welcome teachers, tutors, and parents!

Please introduce yourself in the chat box:

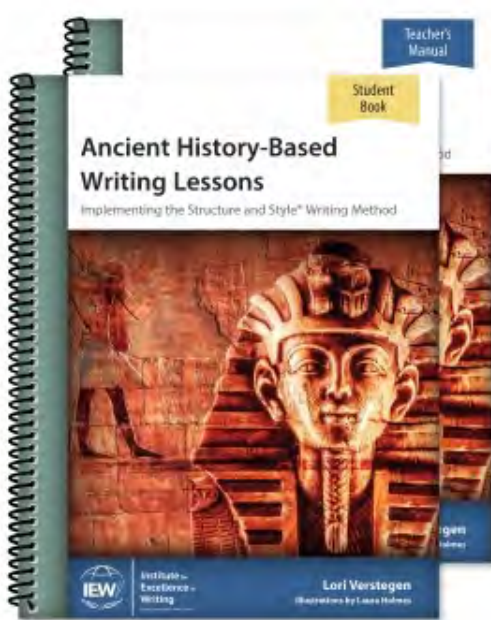
- Where are you from?
- How many years have you been teaching Structure and Style?
- What grade levels and ages do you teach?

Andrew Pudewa

Founder and Director

Institute for Excellence in Writing

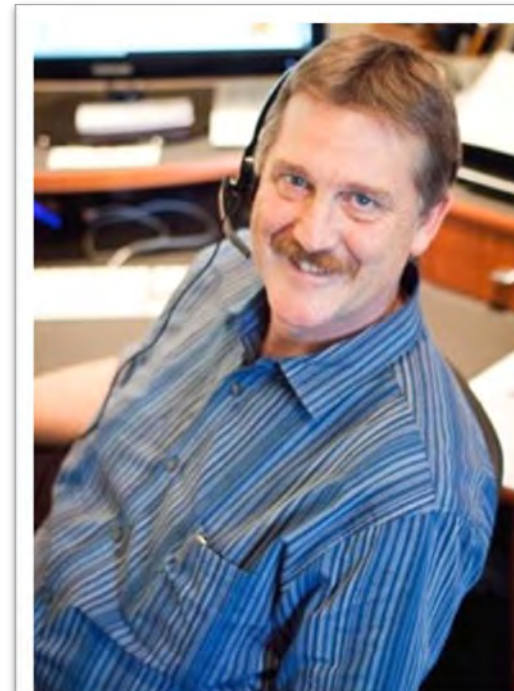
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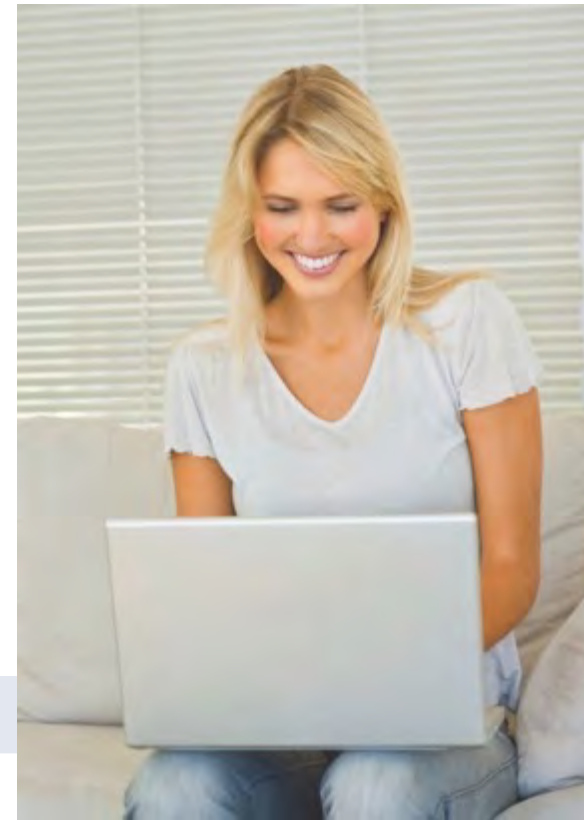
Listen. Speak. Read. Write. Think!



Welcome!

A few instructions for those new to IEW's webinars

- Q&A box
 - Only a few staff members and I will see what you type.
 - I'll answer as I'm able.
- Public Chat box
 - All can see your comments.
 - Use this area to "pass notes in class."
 - I'll pretty much ignore this area, but our staff will monitor and repost to me if deemed necessary.
- Links on the slides and in the chat box are "[live](#)."
- If you can't hear, try exiting and returning.
- Don't worry, we can't hear or see you.
- Yes, this webinar will be recorded and will be posted at IEW.com/webinar-archives.



Tonight's Outline



- ✓ Identifying Today's Audience
- ✓ Tools for Teaching This Course
- ✓ Pacing IEW's Nine Structural Models
- ✓ Goals and Best Practices for Unit 4, Lessons 9–12 in *Ancient History-Based Writing Lessons*
- ✓ Demonstration: Let's try one together!
- ✓ Pacing of IEW's Stylistic Techniques
- ✓ Questions and Answers
- ✓ Announcing the Winner of Tonight's \$100 IEW Gift Certificate



Who is this webinar for?

- teachers and tutors who have gone through the [TWSS](#)
- homeschool, co-op, or hybrid school tutors or teachers
- full-time schoolteachers
- homeschool teachers
including afterschool homeschoolers



Tools You Should Have

Teaching Writing: Structure and Style

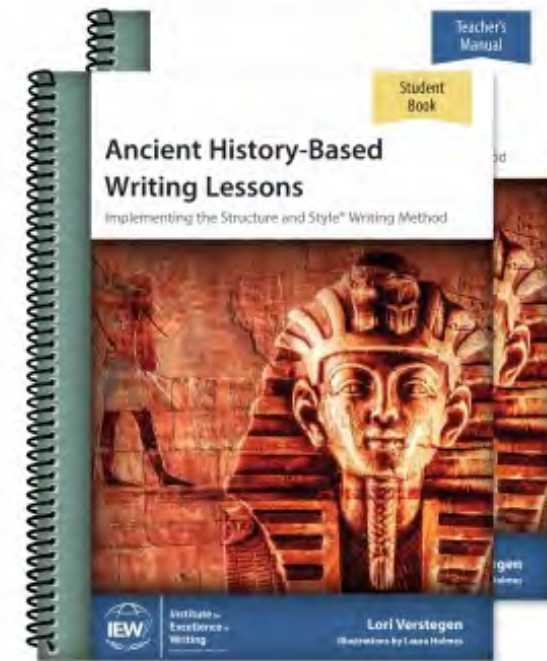
- IEW.com/TWSS
- Premium Membership
 - IEW Checklist Generator™
 - TWSS Streaming
 - *Mini Posters*
 - *Student Resource Packet*
 - etc.



Tools You Should Have

Ancient History-Based Writing Lessons

- IEW.com/AHW-TS
- Teacher's Manual includes suggested answers.
- Each student must have his or her own book.
- The Student Book may be reproduced if used by multiple children within an immediate family.



Unit 4: Lessons 9–12

Tools You Should Have

Ancient History-Based Writing Lessons

The Blue Page

- Reproducible checklists
- Advanced Additions
- Simplified source texts
- Exemplars

Accessing Your Downloads

Teacher's Manual

The purchase of this book allows its owner access to:

- the optional *U.S. History-Based Writing Lesson Reproducible Checklists* (32 pages)
- the optional *U.S. History-Based Writing Lessons Simplified Source Texts*
- the optional *U.S. History-Based Writing Lessons Advanced Additions*
- the optional *U.S. History-Based Writing Lessons Exemplars*

To download these e-resources, please follow the directions below:

1. Go to our website: IEW.com
2. Log in to your online customer account. If you do not have an account, you will need to create one.
3. After you are logged in, type this link into your address bar: IEW.com/USHSE
4. Click the checkboxes next to the names of the files you wish to place in your account.
5. Click the "Add to my files" button.
6. To access your files now and in the future, click on "Your Account" and click on the "Files" tab (one of the gray tabs).
7. Click on each file name to download the files onto your computer.

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8799 N. 387 Road
Locust Grove, OK 74352

Accessing Your Downloads

Student Book

The purchase of this book allows its owner access to PDF downloads of the following:

- the optional *U.S. History-Based Writing Lesson Reproducible Checklists* (32 pages)
- the optional *U.S. History-Based Writing Lessons Simplified Source Texts*
- the optional *U.S. History-Based Writing Lessons Advanced Additions*
- the optional *U.S. History-Based Writing Lessons Exemplars*

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2. Log in to your online customer account. If you do not have an account, you will need to create one.
3. After you are logged in, type this link into your address bar: IEW.com/USHSE
4. Click the checkboxes next to the names of the files you wish to place in your account.
5. Click the "Add to my files" button.
6. To access your files now and in the future, click on "Your Account" and click on the "Files" tab (one of the gray tabs).
7. Click on each file name to download the files onto your computer.

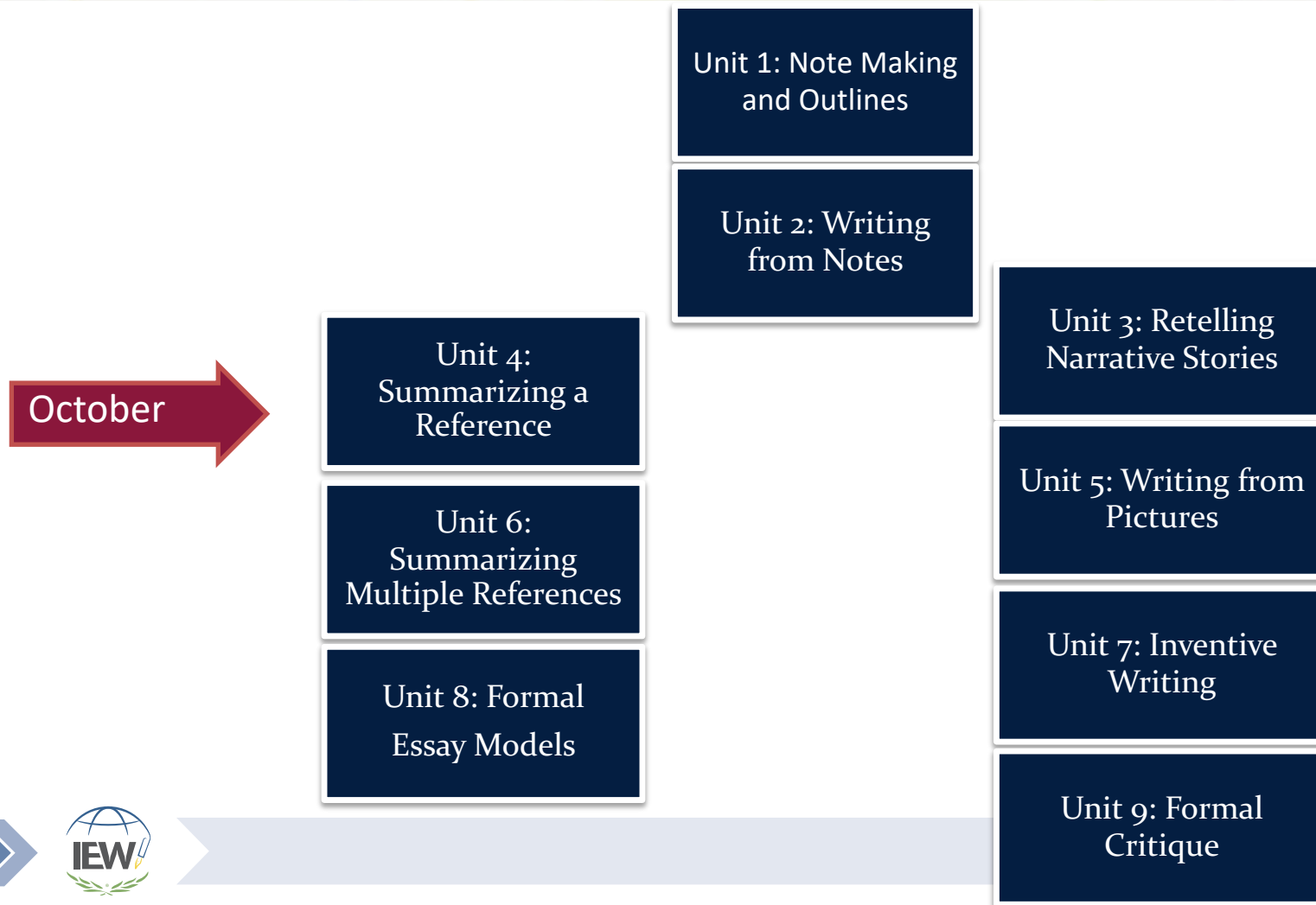
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If you have any difficulty receiving these downloads after going through the steps above, please call 800.856.5815.

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Pacing IEW's Nine Structural Models



Best Practices for Using *Ancient History-Based Writing Lessons*, Lessons 9–12

1. Equip yourself by doing the exercise yourself!

UNIT 4: SUMMARIZING A REFERENCE

Source Text

The Epic of Gilgamesh

The *Epic of Gilgamesh* is the oldest known fictional story. It includes several adventures collected into one epic poem that is believed to be five thousand years old. When it was written, storytellers did not use pen and paper. Instead they used reeds to write on clay that hardened to stone. The poem filled twelve of these kinds of stone tablets that were discovered in Nineveh in 1853. Because some of the tablets were broken, some of the stories are incomplete. The stories that can be read tell exciting tales of friendship, battles, and death. The hero in the poem is Gilgamesh, king of the ancient city of Uruk. Some believe Gilgamesh was a king who lived in Mesopotamia around 2700–2500 BC. Although the *Epic of Gilgamesh* tales are entertaining and probably based on some historic events, they are full of make-believe as Gilgamesh fights goddesses and monsters. In one story Gilgamesh’s friend dies, and Gilgamesh decides that he will destroy death by finding a plant that gives eternal life. In a surprising twist at the end, Gilgamesh falls asleep, and a serpent slithers up and devours the plant. As a result, Gilgamesh does not get the eternal life that he wanted and weeps bitterly. However, a friend helps him realize that because he ruled nobly, he will live forever in the hearts of his people. Often truth and make-believe can be mixed to form a hero who is bigger than life. King Gilgamesh is that kind of hero, so his story continues to intrigue its readers.

Mechanics

Titles of books are italicized. If a report is handwritten, use quotation marks.

Lesson 9: The Epic of Gilgamesh

Key Word Outline

Decide the topic of your paragraph. For this lesson the topic has been given to you and noted in key words on the Roman numeral line (the topic line) of the KWO.

Re-read the source text and write five to seven facts to support the topic. You will have to leave some facts out. You are *SOME-a-ri-zing*.

I. Topic: *Epic of Gil, story, oldest*

1. _____
2. _____
3. _____
4. _____
5. _____
- (6.) _____
- (7.) _____

Clincher

Use the KWO to tell each line of notes in your own words. For the clincher, repeat or reflect the words on the topic line.

Structure Practice

Topic Sentence

The topic sentence must tell what your paragraph is about. Use the key words on the topic line (or synonyms of those words) to write a topic sentence. There are several different possibilities for communicating the topic of the paragraph, even from the same key words.



Best Practices for Using *Ancient History-Based Writing Lessons*, Lessons 9–12

1. Equip yourself.
2. Equip your parents by watching the TWSS together.



TWSS Viewing Schedule

A PDF of this schedule will be included with the recording of this webinar.

Parents need the [Seminar Workbook](#) and access to TWSS Streaming.

TWSS Streaming is available with Premium Membership.

| CHAPTER TITLE | Watch Party | Optional Time |
|--|----------------|----------------|
| Clip 1 August Part 1 | 1:17:08 | 0:44:01 |
| VIDEO-01 INTRODUCING STRUCTURAL MODELS | 0:00:32 | |
| About This Course: History and Rationale | 0:13:42 | |
| Overview of the Nine Structural Units | Optional | 0:28:26 |
| Structural Unit 1: Note Making and Outlines | 0:28:59 | |
| Public Speaking | 0:12:31 | |
| Structural Unit 2: Writing from Notes | 0:21:24 | |
| Q&A for Units 1–2 | Optional | 0:15:35 |
| Clip 2 August Part 2 | 1:08:58 | 0:13:12 |
| VIDEO-02 INTRODUCING STYLISTIC TECHNIQUES | 0:00:32 | |
| Stylistic Techniques: How to Teach | 0:25:06 | |
| Stylistic Techniques: Dress-Ups | 0:21:42 | |
| Model for Unit 2: Booklice | 0:14:36 | |
| Practicum Instructions for Units 1–2 | 0:07:02 | |
| Q&A for Units 1–2 and Dress-Ups | Optional | 0:13:12 |
| Clip 3 September | 1:18:43 | 0:54:15 |
| VIDEO-03 RETELLING NARRATIVE STORIES | 0:00:32 | |
| Structural Unit 3: Retelling Narrative Stories | 0:18:39 | |
| Model for Unit 3: The Fox and the Crow | 0:29:40 | |
| Ways to Use the Story Sequence Chart | Optional | 0:13:18 |
| Practicum Instructions for Unit 3 | 0:07:38 | |
| Observations and Q&A for Unit 3 | 0:13:07 | |
| Stylistic Techniques: Sentence Openers | Optional | 0:40:57 |
| Stylistic Techniques: Pacing | 0:09:07 | |
| Clip 4 October | 1:04:38 | 0:38:35 |
| VIDEO-04 SUMMARIZING A REFERENCE | 0:00:32 | |
| Structural Unit 4: Summarizing a Reference | 0:10:07 | |
| Topic-Clincher Rule | 0:09:12 | |
| Unit 4 Source Material | Optional | 0:13:01 |
| Model for Unit 4: Two Kinds of Elephants | 0:14:12 | |
| Q&A for Unit 4 | 0:11:27 | |
| Practicum Instructions for Unit 4 | 0:19:08 | |
| Stylistic Techniques: Decorations and Triples | Optional | 0:25:34 |
| Clip 5 November | 1:03:56 | |
| VIDEO-05 WRITING FROM PICTURES | 0:00:32 | |
| Structural Unit 5: Writing from Pictures | 0:09:48 | |
| Model for Unit 5: Bird and Hose | 0:14:09 | |
| Observations about Unit 5 | 0:25:38 | |
| Practicum Instructions for Unit 5 | 0:03:48 | |
| Q&A for Unit 5 | 0:10:01 | |



Best Practices for Using *Ancient History-Based Writing Lessons*, Lessons 9–12

1. Equip yourself.
2. Equip your parents.
3. Model tightly the first lesson as we will do shortly.

UNIT 4: SUMMARIZING A REFERENCE

Source Text

The Epic of Gilgamesh

The *Epic of Gilgamesh* is the oldest known fictional story. It includes several adventures collected into one epic poem that is believed to be five thousand years old. When it was written, storytellers did not use pen and paper. Instead they used reeds to write on clay that hardened to stone. The poem filled twelve of these kinds of stone tablets that were discovered in Nineveh in 1853. Because some of the tablets were broken, some of the stories are incomplete. The stories that can be read tell exciting tales of friendship, battles, and death. The hero in the poem is Gilgamesh, king of the ancient city of Uruk. Some believe Gilgamesh was a king who lived in Mesopotamia around 2700–2500 BC. Although the *Epic of Gilgamesh* tales are entertaining and probably based on some historic events, they are full of make-believe as Gilgamesh fights goddesses and monsters. In one story Gilgamesh's friend dies, and Gilgamesh decides that he will destroy death by finding a plant that gives eternal life. In a surprising twist at the end, Gilgamesh falls asleep, and a serpent slithers up and devours the plant. As a result, Gilgamesh does not get the eternal life that he wanted and weeps bitterly. However, a friend helps him realize that because he ruled nobly, he will live forever in the hearts of his people. Often truth and make-believe can be mixed to form a hero who is bigger than life. King Gilgamesh is that kind of hero, so his story continues to intrigue its readers.

Mechanics

Titles of books are italicized. If a report is handwritten, use quotation marks.



Best Practices for Using *Ancient History-Based Writing Lessons*, Lessons 9–12

1. Equip yourself.
2. Equip your parents.
3. Model tightly the first lesson.
4. Allow time to practice public speaking: Read, think, look up, speak.



Best Practices for Using *Ancient History-Based Writing Lessons*, Lessons 9–12

1. Equip yourself.
2. Equip your parents.
3. Model tightly the first lesson.
4. Allow time to practice public speaking.
5. Modify for abilities:
 - Use Advanced Additions or Simplified Source Texts, available on the blue page.
 - Consider adapting the checklist with the IEW Checklist Generator™ (included with Premium Membership).



IEW Checklist Generator™



- Available only to IEW Premium Members
- Become a Premium Member one of two ways:
 - Buy the IEW.com/TWSS2.
 - Buy the IEW.com/TWSS2-PREM-GO (just the Premium Membership).
- Premium Membership annual renewal fee is \$39.



Let's try one together, but first, a quick Unit 4 recap:

1. KWO comes from facts, not sentences.
2. Often harder than fiction, nonfiction must be “accurate.”
3. Reports – but maybe not a finished product (think *process*).
4. Assignments
 1. Communicate the number of topics (= #¶s)
 2. and the number of facts per paragraph.
5. Use the source texts in AHW. They are designed to work well for this age level and ability.
6. Think about the “funnel.” Gradually increase source lengths.
7. Teach and memorize the topic-clincher rule.

SUMMARIZING

Begin with a single-topic source text with ten or more facts.



How to Summarize

of facts per topic (3 to 7)

Facts in Source Outline (target #) Difficulty

10

5–6

easy

20

5–6

moderate

30

6–7

hard

50+

6–7

painful

How to choose? interesting versus important (relevant)

“Summarize” – What does it mean?

“Sum” in math-talk?

“Some-a-rize” – Choose some; ignore the rest.



The Topic-Clincher Rule

- Have children memorize this rule!
- Teach hand signs.

I. Topic

1.

2.

3.

4.

5.

6.

(7.)

Clincher

The topic sentence and the clincher sentence must repeat or reflect 2–3 key words.

facts

of facts is determined by teacher; give an option of “or +1”

If children don't get it at first, have them simply rewrite the topic sentence and change 1–2 words by using a thesaurus.

Clincher can sometimes be combined with last detail in outline.



Unit 4: Let's try one together!

- The Epic of Gilgamesh
- page 84

Source Text

The Epic of Gilgamesh

The *Epic of Gilgamesh* is the oldest known fictional story. It includes several adventures collected into one epic poem that is believed to be five thousand years old. When it was written, storytellers did not use pen and paper. Instead they used reeds to write on clay that hardened to stone. The poem filled twelve of these kinds of stone tablets that were discovered in Nineveh in 1853. Because some of the tablets were broken, some of the stories are incomplete. The stories that can be read tell exciting tales of friendship, battles, and death. The hero in the poem is Gilgamesh, king of the ancient city of Uruk. Some believe Gilgamesh was a king who lived in Mesopotamia around 2700–2500 BC. Although the *Epic of Gilgamesh* tales are entertaining and probably based on some historic events, they are full of make-believe as Gilgamesh fights goddesses and monsters. In one story Gilgamesh's friend dies, and Gilgamesh decides that he will destroy death by finding a plant that gives eternal life. In a surprising twist at the end, Gilgamesh falls asleep, and a serpent slithers up and devours the plant. As a result, Gilgamesh does not get the eternal life that he wanted and weeps bitterly. However, a friend helps him realize that because he ruled nobly, he will live forever in the hearts of his people. Often truth and make-believe can be mixed to form a hero who is bigger than life. King Gilgamesh is that kind of hero, so his story continues to intrigue its readers.

Mechanics

Titles of books are italicized. If a report is handwritten, use quotation marks.



Unit 4: Let's try one together!

- The Epic of Gilgamesh
- page 84

Source Text

The Epic of Gilgamesh

The *Epic of Gilgamesh* is the oldest known fictional story. It includes several adventures collected into one epic poem that is believed to be five thousand years old. When it was written, storytellers did not use pen and paper. Instead they used reeds to write on clay that hardened to stone. The poem filled twelve of these kinds of stone tablets that were discovered in Nineveh in 1853. Because some of the tablets were broken, some of the stories are incomplete. The stories that can be read tell exciting tales of friendship, battles, and death. The hero in the poem is Gilgamesh, king of the ancient city of Uruk. Some believe Gilgamesh was a king who lived in Mesopotamia around 2700–2500 BC. Although the *Epic of Gilgamesh* tales are entertaining and probably based on some historic events, they are full of make-believe as Gilgamesh fights goddesses and monsters. In one story Gilgamesh's friend dies, and Gilgamesh decides that he will destroy death by finding a plant that gives eternal life. In a surprising twist at the end, Gilgamesh falls asleep, and a serpent slithers up and devours the plant. As a result, Gilgamesh does not get the eternal life that he wanted and weeps bitterly. However, a friend helps him realize that because he ruled nobly, he will live forever in the hearts of his people. Often truth and make-believe can be mixed to form a hero who is bigger than life. King Gilgamesh is that kind of hero, so his story continues to intrigue its readers.

Mechanics

Titles of books are italicized. If a report is handwritten, use quotation marks.



The Epic of Gilgamesh

Don't look at the
Teacher's Manual!

You take notes on your own
paper. I will do the same.

I. Topic _____

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher



The Epic of Gilgamesh

Don't look at the
Teacher's Manual!

You take notes on your own
paper. I will do the same.

Key Word Outline

Decide the topic of your paragraph. For this lesson the topic has been given to you and noted in key words on the Roman numeral line (the topic line) of the KWO.

Re-read the source text and write five to seven facts to support the topic. You will have to leave some facts out. You are *SOME-a-izing*.

I. Topic: Epic of Gil, story, oldest

1. believed, 5000 yrs. old.
2. written, clay, → stone
3. 12 tablets, Nineveh, 1853
4. friendship, battles, death
5. ~~king~~, Uruk, Mesopotamia 2700-2500 BC
6. history?, goddesses, monsters
7. ruled, nobly, live ♥: ♣

Clincher

Use the KWO to tell each line of notes in your own words. For the clincher, repeat or reflect the words on the topic line.

Structure Practice

Topic Sentence

The topic sentence must tell what your paragraph is about. Use the key words on the topic line (or synonyms of those words) to write a topic sentence. There are several different possibilities for communicating the topic of the paragraph, even from the same key words.



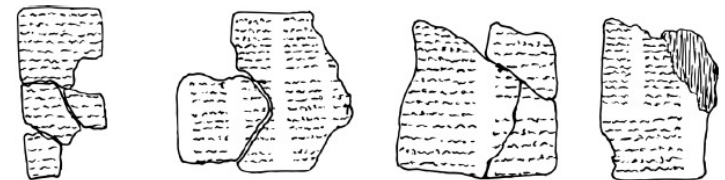
After you create a KWO, the rest is easy!

- Write using outline and checklist.
- Remember to include and mark topic-clincher.
- Read your rough draft out loud (self edit).
- Give to your editor.
- Create final draft, making sure you apply your editor's suggestions.



After you create a KWO, the rest is easy!

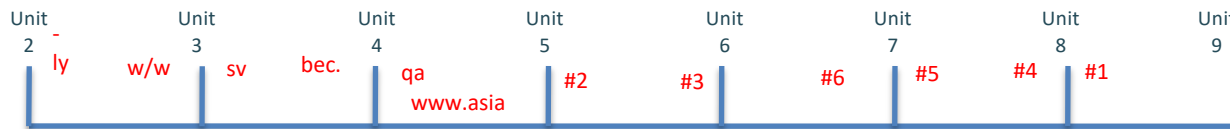
- one topic = one paragraph
 - Lessons 9, 10, 11
- two topics = two paragraphs
 - Lesson 12



Teaching Style: EZ+1

EZ+1

- Techniques should be “dripped” in as they become easy.
- Example:



Advanced
Additions

allit

conv./quote

simile/
metaphor

3sss

dramatic
open-close

conv.


question

Advanced Additions for Students Experienced with Structure and Style

- See blue page.
- Lesson 9 **Advanced Additions Source Text: “The Epic of Gilgamesh”**
- Add new decoration: quotation.
- Do this lesson in place of or in addition to the one in the book.

Previewing the Checklist

- Structure
 - MLA format
 - title
 - topic-clincher rule
 - turning in papers
- Style: one each per ¶
 - -ly adverb
 - who/which
 - strong verb
 - because clause
 - banned words (go/went, say/said)
- Mechanics and Vocabulary




Lesson 9: The Epic of Gilgamesh

Unit 4 Composition Checklist

Lesson 9: The Epic of Gilgamesh

Summarizing a Reference

Name: _____



Institute for Excellence in Writing

STRUCTURE

| | | |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I) | _____ | 2 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 3 pts |
| <input type="checkbox"/> topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) | _____ | 3 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 1 pt |

STYLE

#1 Dress-Ups (underline one of each) (3 pts each)

| | | |
|---|-------|-------|
| <input type="checkbox"/> -ly adverb | _____ | 3 pts |
| <input type="checkbox"/> who/which clause | _____ | 3 pts |
| <input type="checkbox"/> strong verb | _____ | 3 pts |
| <input type="checkbox"/> because clause | _____ | 3 pts |

CHECK FOR BANNED WORDS (-1 pt for each use): go/went, say/said, get/got _____ pts

MECHANICS

| | | |
|---|-------|------|
| <input type="checkbox"/> capitalization | _____ | 1 pt |
| <input type="checkbox"/> end marks and punctuation | _____ | 1 pt |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ | 1 pt |
| <input type="checkbox"/> correct spelling | _____ | 1 pt |

VOCABULARY

| | | |
|--|-------|-------|
| <input type="checkbox"/> vocabulary words - label (voc) in left margin or after sentence | _____ | _____ |
|--|-------|-------|

Total: _____ 25 pts
Custom Total: _____ pts



Questions and Answers

- I am confused by Lesson 9 as I thought we'd be just picking out a few facts to some-a-rize the text, but the Teacher's Manual KWO seems to be using most of it.
- How can this be taught with multiple grade levels or age groups?
- I have creative writers in my class! This unit is really not bringing in any creativity, correct?



Questions and Answers

- Do students need to stick with a specific topic in the text, or can it be broad from the whole text? For example, from King Tut should they stick with just the curse or just excavating the tomb? Or can they have a little bit of everything in their paragraph?
- Why is there a Roman numeral I and then numbers 1, 2, 3 etc. for each paragraph? It's confusing to me and my kids. Help!



Questions and Answers

- I'm looking for material that targets passive voice and subjunctive mood.
- I would like some tips for helping students not jump ahead to sentence formulation when they first need to do a KWO. My son gets ahead of himself with his ideas of interesting sounding sentences.



Any more questions?



We're here to help!

- [Accreditation](#) and [CEUs](#)
- [Podcasts](#)
- [Forum](#)
- [Blogs](#)
- [Facebook](#) and other groups
- [Magalog](#)
- IEW's [Customer Service](#) Team



Our Promises to You

1. We offer a 100% [satisfaction](#), no time limit guarantee on everything we sell.
2. You will not find our products cheaper anywhere else.
3. We carefully review each application for [Instructor Accreditation](#).



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Congratulations!



See you next month!

[IEW.com/webinar](https://www.iew.com/webinar)

11/08/20 *U.S. History-Based Writing Lessons*
Support for Unit 5

12/13/20 *U.S. History-Based Writing Lessons*
Support for Unit 6

1/10/21 *U.S. History-Based Writing Lessons*
Support for Unit 7

2/14/21 *U.S. History-Based Writing Lessons*
Support for Unit 8

3/14/21 *U.S. History-Based Writing Lessons*
Support for Unit 9

4/11/21 Ask Andrew Anything

